

QQ: quick quizzes KA: key assessments

Recovery Statement

The focus for 2020 – 2021 is moving forward with learning.

The teaching plans for every half term for every year have been revised to ensure students are taught all of the skills needed to have the very best experience of Literature and English Language, and are not disadvantaged by the 13 week partial school closure over Spring/Summer 2020. The schemes of learning have been reviewed within the framework of ‘abandon, adapt, adopt’ to ensure no student is left behind due to limited completion of remote learning; at the same time stretch and challenge is embedded within the schemes to allow students to be pushed – and push themselves – towards their potential. We use the National Curriculum as our starting point and are also guided by the examination requirements for AQA.

The building of knowledge and deepening of concepts over time has been maintained throughout the recovery curriculum: students start their ‘journey through literature’ in year 7 to gain an understanding of how stories have evolved and how branches reach out through historical eras and geographical boundaries to reflect and challenge the times in which the writers and readers are living. Our key stage 3 curriculum has strength and status, it is not merely a training ground for key stage 4 and exams.

Student progress is measured through question/response, listening to peer to peer discussion, frequent quick quizzes and key assessments. The level of skills acquired by students are measured against assessment objectives, which in turn are sampled in assessment (and exam) papers. The skills for Language and Literature include:

- the ability to read, understand and respond to texts
- to identify, interpret, summarise and synthesise explicit and implicit information and ideas from different texts
- to write critically using textual references to express an informed personal opinion, using subject terminology where appropriate
- to analyse how a writer crafts language, form and structure to make meaning and influence the reader
- to show understanding of the relationship between a text and the contexts in which it was written
- to compare writers’ ideas and perspectives, and evaluate texts
- to communicate clearly, effectively and imaginatively; to organise information and ideas into a coherent and cohesive piece of writing
- to use a wide range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation
- (oracy skills) – to listen and respond appropriately in a presentation, speech and/or discussion setting using spoken standard English effectively

The joy of learning and the thrill of discovery drives all decisions around planning teaching and learning. We teach Language and Literature because we love Language and Literature. This time has allowed a period for reflection where we have thought deeply about the experiences we want students to have in our lessons. We do not want to produce young adults who feel their value solely lies in performance and exams. To this end we have adopted texts and teaching approaches that allow students to:

- ❖ engage in narratives that aren’t their own and prepare them for a diverse global community when they leave school
- ❖ wrestle with ‘big’ ideas that engage with the world around them to find their own voice and become self-determined citizens
- ❖ weave the study of fiction (prose, poetry, drama) and literary non-fiction (article, speech, auto/biography, essay, letter) allowing deeper, critical understanding
- ❖ become self-assured and enthusiastic readers, supporting them to make good choices with their independent reading

Education is a creative process; it is also a collaborative process between school and home. We look forward to working positively with you to nurture our students to become reflective, self-reliant and accomplished individuals with much to offer their communities.